

2018-2019

EPP Bachelor Performance Report

University of Mount Olive



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

The University of Mount Olive is a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We serve our students, our founding church, and our communities. The University of Mount Olive provides a liberal arts education that nurtures systemic thinking and communication skills, including content knowledge based in theory as well as application, lifelong learning opportunities in harmony with spiritual, ethical, and moral growth, and transcultural experiences and global awareness. The university encourages academic, physical, social, and spiritual growth to equip men and women for a thoughtful, caring

life. To accomplish its academic and social goals, the university provides an atmosphere in which positive relationships can flourish. The university emphasizes the availability of its faculty and staff for advisement, counsel, and guidance, encouraging students to engage in conversation and discussion with their professors. The university strives to open students' minds and create in them a passion for lifelong learning, plus a tolerance for and discernment of diverse opinions. Mount Olive stresses personal ethics such as integrity, honesty, and industriousness as attributes of the educated person. From its beginning, the University of Mount Olive has been sponsored by the Convention of Original Free Will Baptists. The institution was chartered in 1951 and opened in 1952 at Cragmont Assembly, the Free Will Baptist summer retreat grounds near Black Mountain, under the direction of the Reverend Lloyd Vernon. The school was called Mount Allen Junior College, taking its name from the mountain near Cragmont. In September 1953, the college was moved to Mount Olive, North Carolina, nearer the center of denominational strength in the eastern section of the state. Under the leadership of the Reverend David W. Hansley, Chairman of the Board of Directors, plans were made to develop a junior college offering programs in arts and sciences and in business. The Reverend W. Burkette Raper was elected president in the summer of 1954, and in September the college began its first collegiate year with an enrollment of twenty-two students. In 1955, the name Mount Allen Junior College was changed to Mount Olive Junior College. In that same year plans were launched for an enlarged campus which today consists of 138 acres. In September 1970, the college's name was officially changed to Mount Olive College. In 1977, the Convention of Original Free Will Baptists requested that the Board of Trustees of Mount Olive College work aggressively toward making the college a four-year institution. The 1979 Session of the Convention endorsed the projected timetable set by the College Board of Trustees to add the junior year in 1984 and the senior year in 1985. In 1986, the Commission on Colleges of the Southern Association of Colleges and Schools officially accredited Mount Olive College as a four-year institution to award associate and baccalaureate degrees. In 1975, the college began an educational program in Goldsboro, NC, at Seymour Johnson Air Force Base. Since then other locations offering degree programs have opened in North Carolina: New Bern, Wilmington, Jacksonville, Washington, and at the Research Triangle Park in Durham. The college began a new venture in the spring semester of 2013. The new MBA master's degree program began enrolling its first students. Then, in

January 2014, Mount Olive College officially became the University of Mount Olive. In 2016, the university was approved to offer master's degrees in elementary education, early childhood education and special education—general curriculum.

Special Characteristics

The teacher licensure program at the University of Mount Olive is envisioned around the North Carolina Professional Teaching Standards and the 21st century knowledge, skills, and dispositions embedded therein. The program reflects the University of Mount Olive mission of providing an integrated academic experience consisting of quality educational programs, a supportive learning environment, and individual growth opportunities that promote the total development of our students. Our programs nurture systemic thinking, disciplinary knowledge based in theory and application, lifelong learning opportunities, trans-cultural experiences, and global awareness. It is our belief that professionals should possess the skills to advance student learning in the areas of literacy, leadership, and technology. The mission of the education program at Mount Olive is to transform education (and thereby lives) by preparing and producing education professionals knowledgeable of the content they teach, skilled in pedagogy, and passionate about teaching all students. To that end, the university's program has a rigorous, coherent, and relevant curriculum that develops students into proficient teachers and supports their efforts to become skilled professionals who are aware of, and who strive to meet, the diverse needs of 21st century students and schools in a global society. Throughout the program, the curriculum balances college coursework with classroom experiences, integrating theory and practice and maximizing learning opportunities. The program design is based on the concept of a Professional Learning Community (PLC) and the University of Mount Olive teacher education Guiding Principle that "Learning to teach involves learning about practice in practice." The program, therefore, focuses on practical experiences that create learning while doing, learning with a clearly defined plan to achieve competency, learning within a community of learners (peer and master), learning with guided and focused reflection, and learning how to learn.

Program Areas and Levels Offered

Mount Olive College was approved in December 2010 to offer teacher licensure programs in the following nine areas: Birth-Kindergarten, Elementary (K-6), Mathematics (9-12), English (9-12), Science (9-12), Social Studies (9-12), Agriculture, Music (K-12), and Health/physical education (K-12). These programs began in the Fall of 2011. Previously, the State Board of Education approved Mount Olive College, through its consortium with four surrounding school systems, to offer lateral entry licensure to teachers through an innovative/experimental lateral entry program. In December 2013 the college was approved to offer a licensure program in Special Education—General Curriculum. The State Board of Education approved the University of Mount Olive to offer three master’s level teacher education programs in June, 2016. These three programs were Birth-Kindergarten, Elementary Education, and Special Education—General Curriculum.

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All education majors are required to take EDU 487 - Societal Context of Schooling. This course addresses the question "How can I reach and teach every child?" It is a set of practical learning experiences that helps the teacher set teaching and learning in a societal context and develop instructional and advocacy strategies accordingly. Additionally, all education majors are required to take EDU 485 - Facilitation of Learning. This course addresses the question “How do I maximize learning?” It is a set of practical learning experiences for the

beginning teacher that has immediate application in the classroom, in the teaching specialty, and in the school. It includes study of the Standard Course of Study, its use for planning and instruction, learning theory and application, and formative and summative assessment.

Special Education majors are required to take EDU 365 - Introduction to Exceptional Children. This course is a comprehensive survey of categories of students with disabilities. Emphasis is placed on students in the general curriculum and their development, assessment, identification, and placement. Theoretical, legal, and practical issues are examined. They also take EDU 375 - Teaching Exceptional Learners. This course is a study of the impact of the diversity found in today's classrooms. It will examine the best practices in effectively teaching special needs, gifted, and culturally diverse learners. Additionally, preservice teachers in the field of Special Education take EDU 475 - Assessment and Evaluation. This course emphasizes a comprehensive approach to the formal and informal assessment of students with disabilities as well as the theoretical constructs upon which evaluation of exceptional children is based.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All education majors are required to take EDU 105 - Cross-cultural Communications. This course is the study of the various cultures of the world with emphasis and focus on developing the ability to communicate with students, parents, and others involved with the education of children to make language and culture come alive. It introduces the essential elements of Spanish structure and vocabulary, the cultural aspects of the Spanish-speaking world and aural comprehension.

Other required coursework that supports the preparation of pre-service teachers to effectively teach students of limited English proficiency include EDU 487 - Societal Context of Schooling. This course addresses the question "How can I reach and teach every child?" It is a set of practical learning experiences that helps the teacher set teaching and learning in a societal context and develop instructional and advocacy strategies accordingly. EDU 485 - Facilitation of Learning addresses the question "How do I maximize learning?" It is a set of practical learning

experiences for the beginning teacher that has immediate application in the classroom, in the teaching specialty, and in the school. It includes study of the Standard Course of Study, its use for planning and instruction, learning theory and application, and formative and summative assessment.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All education majors are required to take EDU 250 – Educational Technology. This course is a study of the relationship between theories of learning and technology for instructional and professional use that reviews basic computer applications and instructs in expanded applications for educators. Emphasis is placed on design, selection, and production of instructional materials using computer-generated presentations, and interactive multi-media. This course is supporting teacher preparation candidates in the use of digital tools to teach content standards.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Elementary Education majors are required to take EDU 423 - Assessing & Evaluating Reading Problems. This course is a study of the nature and causes of reading problems with an emphasis on skills relating to the assessment and evaluation of reading difficulties. The major emphasis will center on diagnosing reading problems, administering appropriate assessments, evaluating assessment results, and planning instruction to correct and/or remediate. It is designed to focus on practical applications based on research and serves the need for specificity concerning program planning and instructional techniques by focusing on formal and informal methods and materials used to identify reading strengths and needs of students. The course will help practicing teachers determine individual reading disparity to support student learning, as they become competent facilitators of learning. This course highlights NC Reading 3D as an assessments tool.

Preservice teachers in the field of Special Education take EDU 475 - Assessment and Evaluation. This course emphasizes a comprehensive approach to the formal and informal assessment of students with disabilities as well as the theoretical constructs upon which evaluation of exceptional children is based. Digital assessment tools are highlighted.

PPAT workshops are scheduled to offer support to students in the development of TASK 2, including the use of digital assessment tools.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Elementary education majors are also required to take coursework in the fine arts, and methods classes emphasize the integration of the fine arts into the general curriculum.

Explain how your program(s) and unit conduct self-study.

The education program gathers data on an annual basis as to the performance of its students on standardized tests such as PRAXIS tests and the new Pearson tests for elementary and special education majors. Additional data is collected on the performance of students completing the program as they compile electronic evidence portfolios to document their understanding of leadership, content, instructional methodology, assessment, and reflective practice.

During the 2018-2019 academic year, the North Carolina Digital Learning Progress Rubric for Educator Preparation Programs was utilized to assess and determine goals for leadership, professional learning, content and instruction, and data and assessment.

Additionally, the university is involved in a consortium with surrounding school systems in which representatives of the school systems provide feedback on student teachers, beginning teachers, and lateral entry teachers.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

The field experiences provide students with a structured learning experience and entrance into the school systems and K-12 classrooms under the supervision of appropriately credentialed and experienced teachers beginning in the freshman year and continuing each term until the Student Teaching Internship. The field experiences include classroom observations, one-on-one and small-group tutoring, as well as service as an instructional teacher assistant with co-teaching opportunities. Students are continuously engaged in a progressive practicum developing knowledge, skills and dispositions vital to the profession. Observation hours are as follows: freshman year 20 hours, sophomore year 30 hours, junior year 40 hours and service as an instructional assistant with co-teaching experience. Students conduct observations in a cross-section of schools. One semester of the junior practicum must be in a low-performing school.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Student teaching internships for the senior year are scheduled for one full semester. In the fall, student teaching candidates gain beginning of the year experience. In the spring student teaching candidates gain end of the year experience. Additionally, all teacher candidates are assigned to Junior Practicum I and II during the junior year. The junior practicum is two semesters. Junior Practicum students thus gain both beginning and end of the year experiences. These experiences must be documented as a part of the internship requirements.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CORE--Consortium for Orchestrating Regional Education: Clinton City Schools, Duplin County Schools, Sampson County Schools, and Wayne County Schools.
Start and End Dates	July 2010-June 2019
Priorities Identified in Collaboration with LEAs/Schools	To improve education in the region
Number of Participants	12 central Office staff from the various counties; 3 UMO faculty

Activities and/or Programs Implemented to Address the Priorities	Continued an alternative lateral entry teacher licensure program; conducted quarterly meetings of the CORE Council to discuss implementation of program and progress of candidates.
Summary of the Outcome of the Activities and/or Programs	Continued lateral entry program due to needs of the various LEAs within the consortium
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Dillard Charter Academy Mount Olive Middle School Carver Elementary School
Start and End Dates	August 2018-June 2019
Priorities Identified in Collaboration with LEAs/Schools	To partner with schools for support
Number of Participants	3 UMO faculty and 25 students
Activities and/or Programs Implemented to Address the Priorities	Book Drive tutoring students Coats for Kids
Summary of the Outcome of the Activities and/or Programs	Collected and distributed books Tutored students in preparation for End-Of-Grade Tests Collected and distributed coats for kids
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Duplin County Schools James Sprunt Community College
Start and End Dates	January 2019 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	Creating a teacher pipeline for Duplin County Schools
Number of Participants	2 UMO faculty, 7 Duplin County Schools faculty/staff, 3 James Sprunt Faculty/staff
Activities and/or Programs Implemented to Address the Priorities	Develop a curriculum for creating a teacher pipeline for Duplin County Schools
Summary of the Outcome of the Activities and/or Programs	Develop a curriculum for creating a teacher pipeline for Duplin County Schools

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	17
Female	89
Race/Ethnicity	Number
Hispanic / Latino	8
Asian	0

African-American	27
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	61
Multi-Racial	2
Student does not wish to provide	8

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic/Latino	1	Hispanic/Latino	5
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	28	White	65
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	31	Total	80
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	-	Total	3

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1

	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	1
Licensure-Only	Asian		Asian	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	57
	Hispanic/Latino		Hispanic/Latino	5
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	35
	Multi-Racial		Multi-Racial	3
	Not Provided		Not Provided	
	Total	5	Total	102
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary	1	4				
MG						
Secondary		1				
Special Subjects	3	7				
EC	1	2				
VocEd	3	10				
Special Services						
Total	8	24	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UMO	34	74	62
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wayne County Public Schools	61
Johnston County Public Schools	42
Duplin County Schools	36
Craven County Schools	22
Sampson County Schools	22
Lenoir County Public Schools	16
Onslow County Schools	12
Wake County Schools	12
Pitt County Schools	11
Clinton City Schools	9

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,194.00
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	25.29
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN CORE-Combined	493.50
MEAN CORE-Reading	164.57
MEAN CORE-Writing	N/A
MEAN CORE-Math	*
MEAN GPA	3.37
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	5	3	1	*	1	*	2	*

English	2	2	2	*	2	*	2	*
Math (grades 9-12)	1							
Social Studies (grades 9-12)	1	1	1	*	1	*	1	*
Health and Physical Ed	5	2	2	*	2	*	2	*
Art	1	1	1	*	1	*	1	*
Music	1	1					1	*
Institution Summary	16	10	7	57	7	57	9	56
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	2	2	8	9	13
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	33	2		2	5	5
Comment or Explanation: Completion date for Licensure Only is not officially reported by the institution.						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation: Not applicable for UMO for 2018-2019 reporting.						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	7	3

J. Field Supervisors to Students Ratio (include both internships and residencies)

5:19

K. Teacher Effectiveness

Institution: Mt Olive University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	73.2%	23.9%	N/A	71	26
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			70.4%	28.2%	N/A	71	26
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	77.5%	16.9%	N/A	71	26
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	78.9%	18.3%	N/A	71	26

State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	80.3%	15.5%	N/A	71	26
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	30.6%	51.0%	18.4%	49	48		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		